

Ten Guiding Principles for Medical Education

These principles aim to guide health educators across Canada while they make changes to processes across the continuum of medical education in these extraordinary times. It is hoped that they will be considered and applied without undue hardship for any program or Faculty.

1. Safety first: for patients, learners and faculty
 - a. PPE as directed by local Infection Prevention and Control (IPAC) is readily available to learners and the training to use it properly is provided
 - b. The work environment supports physical distancing for as long as recommended by regional, provincial or federal public health units
 - c. The work environment supports learners to stay home when sick, without penalty
 - d. There is transparent and equitable consideration for accommodations for learners with specific medical conditions that may place them at risk in certain clinical environments.
2. Continued commitment to the overall quality of medical education along the continuum.
3. Standards of training are not compromised
 - a. The completion of core curriculum, as determined by the schools/programs is observed
4. Quality of learning experiences should be preserved
 - a. Volumes and types of patients are adequate for meaningful clinical experience
 - b. Preceptors are available to supervise and teach
 - c. Elective opportunities support career exploration
5. Assessments will be completed based on achieving competence, not duration of learning/training.
6. Promotion of learners is a priority as they represent the future health workforce, notwithstanding points 2,3 & 4.
7. The financial impact on learners of any decisions that are made, is considered. Any financial disadvantage to learners should be minimized.
8. The Canadian medical education community continues to work in a collaborative and responsive manner, and continues to include relevant stakeholders in decision making.
9. Communications around changes to medical programs are unified at the local, provincial or national level, as appropriate.
10. Stress in the learning environment is recognized and the wellness of the learners and faculty is actively supported through local, provincial and national means.